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THE SOUTH INDIAN ADULT EDUCATION

(PUBLISHED EVERY QUARTERLY)

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SOUTH INDIAN ADULT EDUCATION

(Official organ : The South Indian Adult Education Association)

Editor: **SRI T. J. R. GOPAL**

Secretary, The South Indian Adult Education Association.

OFFICE OF THE ... 3 - APR 19..

VOL. I.	MARCH 1940.	NO. 3.

From the Secretary's Pen

Thanks to Sri C. Rajagopalachariar, Ex-Premier, the Adult Education movement in South India, is fast gathering force. Congressmen have come to realise the importance of the cause and to evince the necessary enthusiasm therefor. The call of the Association has met with spontaneous response. Messrs. J. L. P. Roche Victoria, M.L.A., and Chairman of the Tuticorin Municipal Council and C. Veerabahu Pillai, President of the Tinnevelly District Board, and myself toured the Ambasamudram, Kalladaikuruchi, Sivakasi and other taluks and have started eight centres of Adult Education as appendages to the District Board Schools, as an experimental measure. The expenditure entailed by books and salaries of teachers at the aforesaid centres is borne by Panchayat Boards and by the District Boards where there is no Panchayat Board. Seven more centres have been established under the auspices of the Palamkottah Municipal Council. Besides, these new centres, two centres for men

and one for women have been doing good work at Tuticorin for well-nigh two years now, as pioneers in the field under the management of a Committee constituted for the purpose by the Local Municipal Council. This Committee has been propagating Adult Education ideas by means of lectures and study circles. The Municipal Council is spending on these activities more than Rs. 3000 per annum. Students of the St. John's College, Palamkottah, have taken to spreading education among adults in the adjoining villages, under the inspiring guidance of the Principal of the College, and the Bishop of Tinnevelly; a peripatetic Library Van presented by Mr. Roche Victoria, to the District Board has become very popular among villagers by virtue of the sustained work it has been doing. for six months now, and its example may be followed by more such Vans.

In Madura District much spade work is being done with a view to embarking upon a comprehensive attack on Adult Illiteracy. Mr. A. Vaidhyanatha Iyer, President of the Tamil Nad Harijan Sangh, has arranged to collect statistics. The Dt. Congress Committee has appointed propagandists for all the taluks for the purpose. Under the auspices of the District Board the circulating Library, whereon, as much as Rs. 10,000 have been spent is doing very intensive work, Mr. G. Venkatachalapathy, Vice-President of the District Board who is incharge of Education, and Mr. K. Rajaram Naidu. Secretary of the Congress Party in the District Board as well as of the District Congress Committee, are directing the activities in this field. At present one Library Van is touring the District, with a propagandist attached to it; books are distributed at various centres and replaced week by week by a fresh supply. The propagandist, Mr. Palanisamy talks to the people through

a loud speaker affixed to the Van, and attracts their attention. The Pasumalai Training School has organised in the neighbouring villages Adult Education Camps which have adopted the methods of Dr Laubach.

The Teachers' Guild at Trichinopoly has organised an Adult Education class which is held in the evening. The Tanjore District Board is taking some interest in Library circulation. Mr. S. G. Daniel of Tanjore is running two Adult Education Centres, one for women and the other for men. Dr. S. J. Pandian of Tanjore has produced films of Mr. Daniel's methods of instruction, which are very interesting and very instructive as they are popular. In the Coimbatore District, the Adult Education Centre inaugurated by Sri. C. Rajagopalachariar, Ex-Premier near Gopichettipalayan is doing vigorous work. Mr. G. D. Naidu has produced educational films which are of special value to adults since they give knowledge of Geography, Zoology, Geology, and such other subjects as have been hitherto dealt with by drab text books.

In the City of Madras, the Corporation has sanctioned Rs. 2,500 for experiments in Adult Education. This grant was due to the interest evinced by Mr. Venkatasamy Naidu as Mayor. His Successor, Mr. Satyamurthi, is sure to follow it up and give the movement an impetus such as what he alone can do.

Under the auspices of the South Indian Adult Education Association, it is proposed to establish a big centre, with various sections of all Adult Education at Tyagasamudram-a village five miles from Kumbakonam on the bank of the river Kaveri. At Mangalagiri near Tuticorin under the Principalship of Sri. J. L. P. Roche Victoria M.L.A., President of the Association, the Adult Education Centre,

conducted during summer is very popular in Tamil Nadu. Every year this institution is sending out many men and women to propagate the ideals of Adult Education in villages.

Under the auspices of the South Indian Adult Education Association, the Second South Indian Adult Education held at Madura on the 9th and 10th in February 1940 under the Presidency of Sri K. Santhanam M L.A., (Central) was a great success. Repersentatives of all Political Parties and Districts were present for the Conference. In result of the Conference the students of Madura and Madras have organised themselves to do itinerant work of teaching. Adult Illiterates during their summer vacation. Indeed the work of educating the Adult population of South India is more multifarious than the North India; and needs all available institutions and individuals. It calls for pooling the resources of Government, Local bodies, and unofficial agencies for the common sacred task.

It is further hoped that the appeal made by the Leaders at the Conference will be responded to both promptly and generously. The Movement is gaining more considerable strength. It is a herculian task to liquidate Adult Illiteracy in our country and as such warrants effort on the part of all class of people ; that is, even those who are outside the pale of educational institutions. The importance of the task cannot be better illustrated than by the fact that Sri C. Rajagopalachariar has given it his special attention and urged Congressmen to take to it with zeal. Constructive endeavour for the regeneration of our country cannot take a more dynamic form. It is gratifying to note that this task has been recognised as a branch of National Service.

T. J. R. Gopal.

The Village School and Adult Education

BY REV. H. A. POPELY, ERODE.

The term "Adult Education" rather than Adult Literacy has been chosen deliberately. Adult Literacy is only one aspect of Adult Education and it is always important to keep the whole in view rather than concentrating on merely one aspect of it. I do not believe that Adult Literacy can ever be achieved in India apart from a comprehensive programme of adult education.

Speaking of this Rao Sahib Kanaka Sababathi Pillai who established the Adult Education Centre at Koumaragurukulam near Mannargudi said:

" The purpose of Adult Education is not to fit one for an office, to raise one as a pandit, to turn one to a court of law, but it is to open a man's eyes that he may tread the path of daily life with understanding and cheer and to benefit him and his neighbours in discharging his domestic, social, business, civic or religious duties in a worthy manner. It is not mere removal of illiteracy but it is equipping a man with further knowledge to develop his self-reliance".

Adult Literacy fits into this as part of the whole programme and not as an end in itself, however important it may be.

In the first place, I should like to say something about Adult Literacy. It is clear from the Census returns that literacy is not keeping up with the growth of the population. In 1901 there were 36 million illiterates whereas in 1931 there were 4 . million. It is not possible from the Census Reports to determine how many of these were over 15.

In the second place it must be admitted that there is no general desire for literacy among adults of either sex. Mr. A. B. Mande in his recent book on 'Adult Education' says :

" His desire for literacy is as that of a research scholar who does not know French and will not learn French as an additional qualification even thongh it might help him a bit in his research work. It is common experience that he will refrain from making any serious effort to learn if he can do without it."

It is necessary first of all to create a desire for literacy in the ordinary adult of the village before any real advance can be made in adult literacy.

Further it must be said that the major problem of the country in the sphere of literacy is that of ensuring that the children of today become literate and remain literate and that if this is done the problem of adult literacy will solve itself in another 25 or 30 years.

The desire for literacy in adults can only be created by some process of adult education by means of which adults will find it so useful and interesting to read that they will be anxious to learn. Such a desire, it is one of the objects of Adult Education to create. It is a fact which all workers among adults have realised, that this desire for literacy is lacking among the majority, that they see no necessary purpose as being served by literacy, and therefore that very few of them have the incentive to persevere and overcome the difficulties that they have to face. It has also been found that in an adult school, where the methods used are such as to create interest in the whole work, the desire for literacy is awakened along with the desire for other forms of knowledge

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and skill. So even from the point of view of literacy alone Adult Education as a whole is a great importance as it helps to create the atmosphere in which a literacy movement will grow and spread.

It is therefore unwise to pin our faith to any one particular method of achieving literacy especially in a country of such wide differences as this. If we have created the desire for knowledge and as one aspect of that the desire for literacy there are many methods which will be found effective in teaching adults to read in a comparatively short time.

We may not take up the main subject of this paper which is the Village School and Adult Education. How can the Village School help forward Adult Education? In the past the village school master considered the Adult Night School mainly as a means for increasing his own income, a worthy object no doubt when his own need and poor salary are realised. In such schools the term 'Adult' was interpreted very liberallv and often included boys of 10 and upwards. Such schools usually had a chequered existence or in some cases even non-existence as was freely suggested by the term 'Irappallikkudam' applied to them. The kind of instruction given in them was often a poor replica of the work done in day schools and had very little relationship to the special needs and conditions of adults. Says Mr. Mande: "From the point of practical utility the knowledge imparted in these night schools was of little value. It in no way enhanced his efficiency in earning more or in spending his leisure hours better;" "The method of presentation has been extremely dry and dull." "The failure of night schools is largely due to the fact that the promoters of those schools had not before them a clear-cut idea about the purpose of an adult school."

Mr. Mande has given the following as essential factors for the successful running of schools for adults.

1. The method must be attractive and appealing to the minds of the adults.

2. The course of instruction must be a short one and should not ordinarily exceed one year.

3. The subject matter must be of some practical value from the point of view of scholars under instruction. It should give useful information to enhance their efficiency in everyday life.

4. The teacher must be a man full of life, capable of leadership and with a special liking for music and song.

5. The promoters must have before their mind a clear idea of the meaning and purpose of adult education.

He refers to the Adult Schools started by the Co-operative Department in the Punjab as examples of successful night schools.

He says: "To them it is an evening club, a gathering of grown-ups for recreational purposes, where the villagers after toilsome labour meet to exchange thoughts and to discuss matters of every day importance......Music and song will relieve the dullness while it educates and enlivens the people. Literacy is to be worked for but it is regarded as a means and not an end of education. The Adult School will be a kind of community centre. The programme will be varied and would include music, song and kathas, narrative of stories, and experiences, reading of extracts from newspapers and magazines and performance of dialogues and dramas."

The Servants', of India Society organised Adult Night Schools along these lines in Malabar. Each evening the school began with a half hour of bhajana and music. Considerable time was given to reading of newspapers, to discussion of events of the day and especially to the economic, sanitary, health and social needs of the village. A certain amount of functional arithmetic based on everyday bazaar and work transactions was taught. History was taught largely through story and drama. Literacy was included in the aim of these schools and was fostered by having a small library attached to each school so that each villager could read for himself. Many of these schools were successful both as organs of real adult education and also as means for promoting literacy. They came to have a real value in the eyes of the people as centres of community life where they could discuss many interesting things and learn some that were useful. In this community centre with its varied interests, those who were illiterates caught the enthusiasm and so acquired a desire for literacy. As the school also provided opportunities for the acquisiation of adult literacy their desire was fulfilled and they were able to enjoy to a fuller extent the privileges of this community centre. These schools also became increasingly popular in the villages as they were seen to be rendering a real service and enriching the common life of the village.

Mr. Mande gives four aims to be kept in mind by all workers in the field of Adult Education. They are:

1. Education for the worthy membership of the family, including personal and domestic hygiene, nutrition, habits of thrift etc.

2. Education for economic efficiency including improved methods of farming and irrigation, improved processes of

manufacturing agricultural products, use of manures, tools and implements, care of the cattle, co-operation etc.

3. Education for social efficiency including ones civic duties, the value and use of public utilities, reform of social institutions and abolition of social evils, some practical knowledge of the ordinary processes of industry and of simple cottage industries.

4. Education for recreation including music and song and dramas, village games etc.

A good deal might be added to this exposition of the aims of Adult Education and there will naturally be modifications of detail from district to district and village to village, but they are I think a fairly adequate statement of the objects we need to have in view.

The Adult Education Committee of Great Britain expressed these objects in the following terms in a Report issued in 1919.

"The Adult Education movement is inextricably interwoven with the whole of the organised life of the community. Whilst on the one hand it originates in a desire amongst individuals for adequate to opportunity for self-expression and the cultivation of their personal powers and interests, it is on the other hand, vested in the social aspirations of the democraitic movements of the country. In other words, it rests upon the twin principles of personal development and social service. It aims at satisfying the needs of the individual and the attainment of new standards of citizenship and a better social

order. In some cases the personal motive predominates. In perhaps the greater majority of cases the dynamic character of Adult Education is due to its social motive.

The object of Adult Education is not merely to heighten the educational powers of the individual students but to lay the foundations of a more intelligent citizenship and of a better social order.

These being the aims we have in view what is the relation of the village school to their achievement?

In the first place this will depend largely upon the teachers of these schools. Dr. Mason Olcott in his book "Better Village Schools" suggests the following ways in which the teacher can help his fellow villagers.

1. He should do his part in changing the conditions seriously retard the education of boys and girls. He should create an incentive for education among adults. He should endeavour to lead them to improve the economic or hygienic conditions of the village and to enlarge their mental and social outlook.

2. He must share with them his knowledge and his aspirations and must take every opportunity to lead them to better ways of living. "To succeed in this," says Dr. Olcott, "he must know the facts of life and not merely bookish theories ; he must demonstrate and dramatise as well as verbal instruction."

3. He has a patriotic responsibility for educating his fellow citizens to use their new political power. He should

try to spread a sound knowledge of current events and the ability to interpret them from the view point of the peoples' welfare. This does not mean that he should take an active part in politics. That would be fatal to his influence.

4. For this purpose it is essential, says Dr. Olcott that "he should lead the people to help themselves in active work for progress." "Local leadership must be found and developed."

The village teacher can do many of these things even without organising an Adult Night School. An Adult School should be a growth, a development in the village itself from such activities as are suggested, but it is the duty and privilege of the village teachers and the children in the village schools to do something towards the creation of such incentives in the mind of adults.

Mr. Nordgren of Sweden, who organised the Peoples' High Schools in that country, says "Two principles are combined in Adult Education work, 'the living word'—the teachers' word, the expression of his personality—and the students' own activity."

On the one hand there must be an enthusiastic teacher and on the other an active group of adult says Albert Mansbridge.

"The true Adult Educator cares little for any ulterior motive whatever, his business is the development through exercise of the power of men."

People learn when they express themselves actually and in this ;way also the desire for continued education is gradu-

ally developed. So it is very important that in all the village school attempts to do for Adult Education it should take as its aim the plan to get the people to do things for themselves. This is the secret of Adult Education. They must have great deal to say about the curriculum, the time-table and the work to be done. The teacher has always to remember that they are adults and not children

Let us then try to see practicaly what the village school can do to help forward Adult Education.

a. The teacher can organise bhajana parties for the young men where they learn songs from the various Kathas. He can also make use of these occasions to stimulate their curiosity about the persons and incidents referred to in the Kathas and so help them to get some knowledge of the history of their land and district.

b. Reading groups may be arranged when the daily or weekly newspaper and journals and any interesting book will be read and discussed. These readings will stimulate interest in civics, social reform, history and geography and give the teacher many opportunities of helping the people to a wider knowledge. Some of the young men may be stimulated to draw maps of the countries or districts that are under discussion. The children in the school can also help by preparing relief maps or physical feature maps.

c. Dramatic performances be organised from time to time in which both the school children and adults take part. The children may give health dramas and the village young men may be encouraged to take up other dramas.

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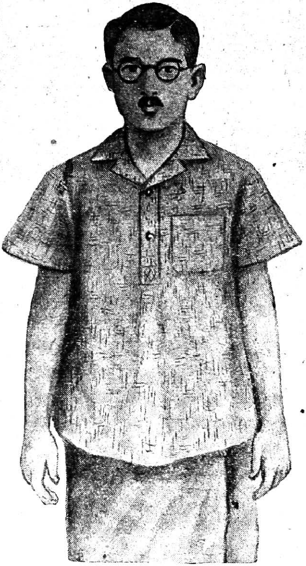

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d. In connection with the school a village library may be gradually gathered together and some papers collected from villagers. One of the rooms in the school building may be used for this purpose in the evenings and the local co-operative society may be asked to supply oil for lamps.

e. Occasionally in the off season and on holidays when people are free sports and games may be organised, along the lines of what is being done in Salem today. These sports may be both for children and young men. The teacher will naturally take the lead and get the help of a few keen young men.

f. The teacher can arrange to celebrate the anniversaries and birthdays of great men such as Mahatma Gandhi, Raja Ram Mohan Roy, Ramakrishna Paramahamsa, Gokhale and so on. These will not only help to give them some idea of the modern history of their own country but also create a true spirit of patriotism.

g. The teacher can also take advantage of the visits of Government Officers, public men and others to the neighbourhood in order to arrange lectures and demonstrations.

h. He can also help in the celebration of Health Week for which he will naturally make full use of the children. Teachers in smaller villages are the natural leaders for such celebrations and in the large villages have to do a great deal of the planning work.

i. Then he can arrange educational exhibitions and competitions when the school would exhibit the handwork

done, the various things collected, the charts and other educational material made by teachers and children.

In all various ways the village school can serve effectively as an Adult Education centre for the village, without starting a definite Night School. The teacher may also as a result of such activities gather together a group of young men (or young women if a woman teacher) and with the help of some of the older scholars make a definite endeavour to create literacy among a small group of young men. The effort for literacy need not be in the form of a separate Night School but may be a group attached to the general programme of the Adult Education centre. For the purpose it would probably be necessary to bring together the teachers in different districts or areas for a few days and give them special instructions in methods of teaching adults to read and write. The adult has much shorter time at his disposal and is also in many cases trained to use his faculties better and so it is wise to make use of methods which will ensure literacy in the shortest possible time, sav three months. That this is possible has been demonstrated again and again. But a short period of special training for teachers is essential.

The question then arises as to how far it is desirable for teachers in village Day Schools to conduct regular Night Schools. On the whole I feel that the Day School teacher should not be encouraged to become regular Night School teacher. Let him take part in such activities as are suggested above but for him or her after five or six hours of steady teaching work in day time to take up another three hours in the night as a regular thing only leads to the kind of Night School that abolishes itself or is abolished by Government.

There is no reason why the Day School teacher should not help the Adult Night Schools in many different ways but if he becomes a regular teacher he will probably lose his enthusiasm both for the Day and Night School.

Government has also expressed its disapporval of Day School teachers taking up Night School work and so as a rule grant cannot be expected for such. There are today in many villages young men who have studied up to the 7th or8th standared and even up to the S. S. L. C. who could be mobilised for this service if they were guaranteed a small monthly grant. At present most of them are doing nothing. They could be given a week or a fortnight intensive training and then sent out to selected villages where Night Schools on the above pattern could be started and carried on. Apart frcm what the village teacher can do himself this is a practical way of ensuring some progress in Adult Education.

The importance of the Village School in any village educational programme has been stressed repeatedly by all workers for village welfare. Mr. F. L. Brayne says: "The village school must serve the village. It must teach what the village ought to know, and be the centre and inspiration of all village activities."

A recent publication of the English Board of Education entitled **"Education and the Country side"** also emphasises the same truth. It says "Schools, and particularly those in the country districts, should be regarded not merely as ad hoc institution for the formal training of the immature, but rather as social institutions evolved by a community for the

preservation of its distinctive life and for the satisfaction of its cultural and other needs."

If this aim is to be achieved it is essential that Training Schools for Teachers should be remodelled on Wardha lines, that is on similar lines to that of our school at Erode; so that teachers are not merely trained in the formal and technical aspects of teaching but are also trained to become leaders in all forms of village Adult Education and uplift, with practical experience of this kind of work.

A programme of Adult Education on these lines carried out by every village day school would have a great effect upon the betterment of village life. It would help to fill what leisure hours the people have with worth-while activities and create new interests in their minds. It would wean them away from evil habits and would provide an important counter attraction to rural welfare and would help to create a rural citizenship which would be better equipped to take its rightful place in the whole work of nation-building. It is ultimately in the villages that we have to look for the New India that we all desire to create. It is a work of helping to build the kingdom of God in every village and demands an army of willing and enthusiastic workers, who will seek for no other reward save the joy of knowing that they are doing the will of God and helping their fellow men and women along the upward path.

Folk Schools in Denmark

BY REV. H. BJERRUM.

These schools are not concerned with illiteracy, because in Denmark everybody is literate; neither do they prepare for any examination; their purpose is purely cultural.

The origin and development of them is closely connected with Danish History and the special conditions of the country. The back ground is formed by the following facts: (1) 150 years ago - freedom for the Danish peasant. (2) 125 years ago - the Napoleonic Wars. (3) 100 years ago - Grundtvig's programme: culture for the people. (4) 75 years ago - loss of Slesvig after war with Germany. (5) 50 years ago - co-operative movement.

1. 150 years ago, Many of the peasants were serfs of the big landowners. By an act of royal mercy they were now made free. But so downtrodden were they, that they were unable even to imagine what liberty would imply. They did not know what to do with it. They felt it as a sort of relief; but still it placed a demand on them for self-reliance and responsibility; and they were not able to meet such demand. They were uneducated; for though there were old-fashioned schools in every parish, the poorer classes did not attend school. But now a need was felt for education, and gradually the small landholders began to send their children to school.

2. Then 125 years ago - came the Napoleonic wars, followed by misery and general upheaval. For some time the whole country was on the verge of economic ruin.

3. 100 years ago - Grundtvig, the seer and prophet, poet and national leader arose. In his youth he was interested in History and Nordic antiquities, especially Mythology. But then he went through an intense internal revolution; he was thus infused by new life, courage and hope. He became a firm Christian believer, and by this the love for his motherland and its past History became intensified in such a way, that it was transformed from being mere idealistic dreams to be the object of his fervent practical efforts. At this juncture he received important impulses from England, the only country in Europe where an old democratic culture existed. About 1830 he went across the North Sea three times. He realized the truth of the word: 'The Spirit only works in liberty'. He found that the basis for the upbuilding of Denmark must be (1) faith in God and (2) love for one's country and interest in its past History. Grundtvig's first plan was to change the University which was mainly based on Latin culture, so as to base it on Danish culture. For this purpose he delivered a series of lectures in 1838 on Danish culture, emphasising the importance of popularising knowledge. His lectures left a very deep impression, particularly his emphasis on the importance of the 'living word' i. e. influencing the mind by means of the teachers personality, rather than by books, and secondly that the school to be of real use must be for life, not merely for scholarship or for some examination. A bone-dry classical knowledge is of no practical value, there must be soul in it. The three fundamentals of knowledge must be; (1) Know thyself, (2) Know thy God, and (3) Know thy country. The influence of Grundtvig's powerful personality has gradually transformed not only the University, but also the elementary

educational system. Many followers took up his ideas and carried them out in practice.

4. 75 years ago in 1864 - While the victory over Germany in the 3 years war from 1849 to 1851 only resulted in making us self-satisfied the crushing defeat in '64 became the beginning of a new national awakening. After the loss of Slesvig the watchword became: we must recover internally what we have lost externally. From this time began the cultivation of the heaths of Jutland by humble industrious farmers. A number of great leaders did much for the cause of national uplift in those days, the cultural and the economic aspects going hand in hand. The need of a national re-generation was felt, and as a consequence of this many Folk Schools sprang up.

As a rule there were 6 months courses, alternately in the summer for young women and in the winter for young men, the age varying from 17 to 30. Nearly all who attend those courses come from the farming population. Staff and pupils live together, because the personal influence is considered all-important. The chief subjects are: Gymnastics (drill and folk dances), Community singing, Danish language and Literature, History, Arithmetic, Sociology, Geography and Agricultural subjects. The number of schools roughly 60 and the annual attendance is about 9000. The State gives liberal support to these schools, but never meddles in their internal affairs; Government is satisfied that they are doing solid and useful work. When the young men and women have returned to their villages, the cultural work is continued in local meeting houses, where they have lectures, gymnastics, singing, music etc.

மதுரை தெற்குமாசி வீதி 112-நிர். கட்டிடத்தில்,

மாஜி ராஷ்ட்ரபதி

ஸ்ரீஜத் சுபாஷ்சந்திரபோஸ்

அவர்களால்

கொடி ஏற்றிவைத்து திறந்திருக்கும்,

இந்திய காதி பந்தார்

என்ற, எங்கள் சுத்த கதர் கடையில் T. S. K. M. A.

அத்தாக்ஷிபெற்ற சுத்த கதரில் தயார்செய்த,

சில்கு, ஜரிகை, சாதா ரகங்கள்

ஏராளமாய் விற்பனைக்கு

தயாரில் இருக்கிறது.

எல்லோரும் வாங்கி ஆதரியுங்கள்.

தங்கள் அன்புள்ள:—சுப. கா. நா. காசிவிஸ்வநாதஞ்

செட்டியார்.

For more practical training provision is made in the agricultural schools, of which there are about 22 with 3000 pupils. Teaching is given in all branches of agriculture, so as to fit young men for their future work. Similarly there are schools for the purpose of giving girls domestic training, though most country girls get their training by taking jobs in domestic service, in which there is nothing degrading in the country.

5. 50 years ago - The Co-operative Movement strictly speaking was started in Denmark in 1882. Though the idea of it came from Rochdale in England, it soon took firm root in Denmark and became essentially a farmers' movement. The folk school courses had created in them a feeling of being one community, working together, having the same goal: so co-operation took the place of competition, and mutual trust and honesty that of suspicion. First came co-operation in the dairy industry, started by the farmers themselves on a small scale; it has grown to such an extent that now at least 90% of the farming population are members of the co-operative societies. They have taken the lead in the export of dairy products. Next came co-operation in the sale of eggs. Before being sent out every egg is stamped with the date and the number of the producer. Gradually co-operation became the way of action in practically every field. The whole of this movement has been the means of making the Danish farmer happy and self-reliant. The development would never have taken place, if the Folk Schools had not created an intelligent and active peasant population.

MADURA MILLS COMPANY LIMITED

A Review of Welfare Activities

Madura Mill Co., Ltd. have Mills at Madura, Ambasamudram and Tuticorin. Approximately 21,700 workers are employed.

MADURA MILLS, Madura		10,0CO
PANDYAN MILL	,,	1,000
AMBASAMUDRAM		6,700
TUTICORIN		4,000
		21,700

So far the Company has concentrated its Welfare Activities mainly on Medical Aid and Housing. Recently a start has been made to organise Co-operative Stores for the workers. Apprenticeship Schemes are in being and likely candidates are given very encouragement to further their studies and receive a thorough practical training in Cotton Spinning or Engineering. Sports and Athletics are encouraged and Scouting receives the support of the Management.

The following is a detailed summary of the Welfare Work:

Medical Aid.

At each Mill a well equipped dispensary is provided under the full time charge of fully qualified doctors. There is a staff of nurses, compounders, and dressers attached to the dispensaries and medical attention and drugs are supplied to workers free of cost.

At Madura there is a separate Female Dispensary under the full time charge of a Lady Doctor. Here, in addition to

the usual treatment, Ante Natal Clinics are held and the women workers are instructed in Hygiene etc.

Sick and deserving cases requiring hospitalization are sent to the Willis F. Pierce Memorial Hospital, Madura, with which institution there is an arrangement that workers receive the necessary hospital treatment free of cost.

In order to ensure adequate facilities in this Hospital the Mills'contributed Rs. 50,000/- in 1934 towards the capital cost of the building, installed a modern X-Ray Plant at a cost of Rs- 23,000/- in 1935 and donated Rs. 5,400 in the same year for a " Madura Mills Ward ".

In addition to meeting all charges, including diet, and making regular contributions to the Hospital, wages are allowed to certain deserving cases for the period they are in Hospital.

Specialised treatment for T. B, Eye Diseases, Cancer etc. is provided free of cost.

Creches.

At each place a creche is maintained where women workers can leave their children whilst at work. These are fully equipped with cradles etc. and are run under medical supervision by trained staffs. Organised games are arranged for the elder children.

Free meals, sweetmeats etc. are provided for the children.

Housing.

Madura. In 1913 the Mills constructed 176 houses at a capital cost of Rs. 65,000/-. The houses are maintained in good repair and a nominal rent of Re. 1/- per house per mensem is collected.

Of recent years the labour force of the Mills has greatly increased and a further Housing Scheme was considered necessary.

Accordingly the Mills have undertaken to advance Rs. 2,00,000 free of interest to the Madura Mills Co-operative Housing Society.

The aim of the Society is to build suitable self-contained dwelling houses for the workers who, by payment of a fixed sum monthly, say Rs 4/-, will be entitled to become owners of the houses after 10-12 years. A site has been secured at Tirupparankundram and construction of about 400 houses, in the first place, has commenced.

The Mills have also agreed to contribute a sum of Rs. 12,000 to provide for an adequate water supply to the Housing Scheme.

Ambasamudram. A similar scheme run on co-operative lines is in progress at Ambasamudram. For this scheme the Company is advancing up to Rs. 1½ lakhs free of interest.

Tuticorin. So far 25 houses have been provided at a total cost of Rs. 21,500/-. A rent of Rs. 2 8-0 per house per meusem is charged. Further construction is under consideration.

Co-operative Stores.

Madura. A Co-operative Society has been formed, sponsored and subsidised by the Mills so that workers can purchase good food-stuffs at cheap rates.

Ambasamudram. A similar Society is in being.

Tuticorin. Arrangements are being made to start a co-operative store on similar lines to the above.

Holidays with pay.

Casual and Sick Leave. Workers are allowed 6 days' Casual Leave and 7 days' Sick Leave with pay.

Workers placed under quarantine (both sufferer and contact cases) are allowed wages upto a maximum of 30 days at a stretch.

Annual Bonus

Depending on the dividends paid by the Company, workers who qualify by service and attendance receive a Bonus each year.

Co-operative Stores

The Madura Mills Workers Co-operative Stores Ltd., has been formed for the benefit of our workers.

The Mills have suitable quarters at a nominal rent of Re. 1 a month, are advancing Rs. 25,000 or more if necessary working capital at 4 % interest, and have taken maximum shares (Rs. 500).

From 1st March they are giving Rs. 5,000 a month for 4 months. Half to go to Reserve Fund and the other half towards reducing prices.

Similarly Rs. 3,000 a month is being given to the Ambasamudram Society and Rs. 2,000 to the Society to be formed in Tuticorin.

The stores here are governed by a board comprising Mr. S. R. Varadarajulu Naidu, President, Madura Labour Union as President, Three Workers and one Representative of the Management.

J. M. D.

NEWS AND NOTES

The 2nd S. I. Adult Education Conference was held at Madura on 9th & 10th Feb. '40 under the Presidency of Sri K. Santhanam M.L.A. (Central) Sri C. Rajagopalachari Ex-Premier of the Madras Government, Rt. Rev. Stehen Nile, the Bishop of Tinnavelly, Miss M. N. Dacambe of Birstal University, Sri J.L.P. Roche-Victoria M.L.A., President, S. I. A. E Asson, Sri A. Vythinatha Iyer, President, of the Tamil Nadu Harijan Savag Sanga, many political as well as educational leaders took part in the conference. It was also a honour that Dr. G. S. Arundale and Sir. Mirza Ismail, Dewan of Mysore sent their best wishes to the succes of the conference. In fact to mention everyone by name would be out of place here, for every person persent gave his or her best, and valuble points were brought forward.

Sri N. M. R. Subbaraman, M L.A., the Chairman of the Reception Committee of the Conference was very helpful in the stage of Preliminary spade work of the Conference; he is so sincere and interested in the cause of Adult Education that if he only be could spare the time necessary, he would work for it with praiseworthy zeal; he is one of those rare individuals who forget themselves in the work they do and are inbibed with a spirit which cannot but transmute even slovenly person into soles of fire.

Sri G. Venkatachalapathy, Vice-President of the District Board, Madura, and Secretary of the Conference was ever cordially respective and responsive to our approches; equally so was Sri L. Krishnasawmy Barathi M.L.A., — who was the Joint-Secretary of the conference. We wear obliged Sri K. Raja Ram Naidu, Hon. Treasurer of the Conference, who was responsible to get generous contributions Rs. 300 from the District Board Rs. 200 from the Municipal Council. But for the interest evinced by the foresaid persons the conference would not have been the succes it has been. A full detail report of the Conference is under publication.

TINNAVELLY

The Annual Madras Provincial Educational Conference will be held at Ambasamuthram. Dr. A. L. Mudaliar, Principal, Medical College will preside. A special Adult Education session is proposed to be held. The exact dates and other programmes can be obtained from Sri A. Srinivasa Raghavan General Secretary, M. P. E. Conference, Tinnevelly Town.

TUTICORIN

Under the auspices of the Local Municipal Adult Education Committee a Women Adult Education Centre was opened by Mrs. Hajmadi.

TANJORE

The First Adult Education centre organised under the auspices of the Tanjore Municipal Council was inaugurated for the thotties and scavengers by Sri V. Nadimuthu Pillai M. L. A. President, District Board Tanjore.

The municipality has sanctioned a special staff for this purpose and will open two more centres in the town very soon.

The Tanjore District Board at its meeting appointed a Committee of five members and certain non-members including Begum Amiruddin, Mr. S. G. Daniel and Mr. T. V. Appasundram the D. E. O, to chalk out a programme for introducing Adult Education and to spreading literacy in rural areas. The committee has been empowered to form taluk committees.

TANJORE DISTRICT ADULT EDUCATION CONFERENCE

Under the auspices of the S. I. Adult Education Association, a District Adult Education Conference will be held 2nd week of May. Members and others interested are

requested to attend and contribute their usefulness to further up the movement of Adult Education throughout the District. Further particulars can be obtained from Sri R. P. Krishna Iyer, Municipal Councillor, Kumbakonam.

MYSORE ADULT LITERACY CAMPAIGN
MYSORE SENATE'S DECISION

The Senate, University of Mysore, unanimously voted to start an Adult Literacy campaign be launched during three months of summer vocation directly under the auspices of the University with the help of the University students in selected centres and that a provision be made to such students for providing them with books and necessary equipments for conducting classes.

ASSOCIATION'S NEW VENTURE

The Members of the Association and others interested in the cause will be interested to know that at the suggestion of the 2nd South Indian Adult Education Conference, Association is now engaged in preparing a "Hand book for Adult Education" in Tamil and English. It is planned to serve as a stimulant to adults and as a sourse book to instructors. It is encyclopaedic in scope and largely rural outlook. Each constituent contribution is by eminent expert in the subject concerned.

It is also honour that Dr. George S. Arundale, the eminent Educationalist has kindly concented to contribute the foreword to the English book.

Subscribe "Village India" An Adult Education Tamil Monthly Journal, Annual Snbscription Rs. 1—8—0.

Address: THE MANAGER,
"Village India,"
Tulicorin.

The case for "Literacy" in Adult Education.

By

Pandit N. L. Kitroo,

Adult Education Officer, Kashmir & Jammu State.

All sections of thinking Indians accept the view that Adult Education has a very prominent place in every scheme of reconstruction in India. In certain quarters it is considered to be the most important plank of National regeneration in all important spheres——Social, Political, Economic, Industrial.

This is all to the good and indicates that the first stage of doubt as to its efficacy and even practicability has been successfully negotiated. We find ourselves at the second stage, that of determining what form Adult Education should take. It is here that we are faced with a variety of views and opinions, each different from the others and occasionally even antagonistic. And yet, strangely enough, each view claims to base itself on the psychology of the Adult, his environment, his interests and his pre-occupation.

One view holds that Adult Education can only be successful if imparted throughvisual aids.

It is argued that, what is seen leaves a clearer and more permanent impression than what is heard or mentally visualized. Visual aids like the magic-lantern, the cinematograph and the drama are advocated as the most effective means of enlarging the mental horizon and imparting that knowledge about the needs, the problems and the interests of the villagers which adult education is supposed to cater for.

Another view advocates a programme of talks, discussions, and Kathas in which villagers may be encouraged to participate. It is claimed for the the villager that he is gifted with a very shrewd commonsense which requires only a congenial occasion to draw out and develop. The discussions would help to provoke his native intelligence and under proper guidance would help to present to him points of view different from his own which he will in time learn to appreciate.

It is not within the scope of this short article to assess the comparative worth and value of these lines of approach to Adult Education. What I propose to discuss briefly is the place of literacy in the scheme. Many people are inclined to discredit the efficacy of adult literacy as a means to Adult Education. They hold the view that literacy is a dull and tedious business, that it takes

time which villagers cannot easily spare from their manifold engagements, and that even if it is acquired it is of such an elementary nature that it does not give the necessary skill to use books with profit. Then there is the additional argument that books properly written out are not available in Indian languages, and in any case they cost money which villagers as a class are neither able nor willing to spare.

These aspects of the question I do not propose to discuss here. I only wish to point out that whatever approach to Adult Education may be made, it would be incomplete unless literacy is made a necessary part of the scheme. Every other means of education lends itself to be abused or at least narrowed down in its scope according to the notions of those administering it. A magic-lantern would show only that aspect which the organisation responsible for it chooses to display. A talk may be used and in actual fact has been used, to initiate narrow views of party programmes. Kathas or religious discourses may similarly degenerate into sectarian squabbles or communal misunderstanding. Effective literacy is not equally open to abuse. A reader of books has access to every point of view. He can frame his opinion according to his own lights without being biassed by interested people. He has the opportunity to

cultivate a catholicity of out—look which is not available to one, who has been regimented to special views and party loyalties by the insidious but potent weapon of dosage at the hands of the exploiting interests.

The plea that acquisition of literacy is a difficult job for an adult is now an exploded myth and is no longer seriously held. The absence of properly written books too is not a strong argument, for a class of writers is springing up which has placed before itself the pleasant task of producing wholesome, interesting, and useful material for the masses in almost all the principal languages of India.

Then there is the further consideration. If education is to be for leisure as it undoubtedly is, it postulates an individual skill to make use of that leisure at the time and in the place where such leisure is available. This condition is fullfilled only by literacy. Other forms of education require a set environment, a specified time, and a co-operation of workers which cannot be adjusted to the leisure of each individual concerned.

Again education to be really useful is a selective process. Each individual must make his own choice of what to read in conformity with his mental and physical needs. This too is possible only through literacy.

In talking of literacy I assume that those in charge will make adequate arrangements for carrying on the elementary work done in adult literacy centres through supervised study circles, continuation classes and library service.

Mass Literacy Drive in Behar 1938-1939.

By

B. B. MUKERJI

Secretary, Provincial Mass Literacy Committee, Behar.

In the middle of March 1938 an appeal was issued by the Hon'ble Dr. Syed Mahmud, Minister of Education in the local press calling upon the students and teachers of Bihar to devote the ensuing Summer vacation to the liquidation of the illiteracy and ignorance of the masses of this Province. In response to this appeal, the College Professors and School Teachers of Patna organised a public meeting at the Bihar Youngmen's Institute on the 25th March, 1938 with Dr. S. C. Sarkar in the chair. The Hon'ble Minister of Education addressed this meeting and it was decided to organise this Campaign in right earnest. A Mass Literacy Committee was formed with Dr. S. C. Sarcar as President, Prof. B. B. Mukerji and Mr. Harbans Lall as Joint Secretaries. On the 30th March 1938 the students of Patna held a meeting at the Senate Hall with Mr. Syed Naqui Imam, M. L. C., in the chair and they whole heartedly supported the appeal of the Hon'ble Minister and offered their co-operation. The

month of April was devoted to the formulation of the plan of work, preparation of Charts and Primers, enrolment of Volunteers for work at Patna and in the villages and their training in the Rapid Method of teaching adults.

The Inaugural meeting was held in the grounds of the Science College, Patna. Processions started from all Schools and Colleges shouting slogans such as "Down with Illiteracy" "Teach the Illiterate" and converged at the Science College.

The actual working of the Literacy Centres commenced on the 2nd May 1938 and as the College and H. E. School Students reached their homes, they gave a tremendous impetus to the work which had already been started by the local teachers or educated villagers. In many Districts the main burden of the work fell on the Primary school teachers and not only they worked hard to make the movement successful but in many cases met the cost of oil from their own pockets. Outside Urban areas, in most cases the volunteers, students or teachers, supplied their own lamps while slates were secured from the day scholars of village schools.

The young volunteers in many villages displayed great resourcefulness and powers of organisation and tried their best to arrange for the

continuity of their work even after the reopening of their schools and colleges.

In the first phase of the Movement each term was of six weeks' duration. The charts and primers based on the Rapid Method of teaching enabled an illlitrate adult of average intelligence to learn reading and writing simple words in four weeks' time and two more weeks were given for giving him some practice.

In was decided in October 1938 that in the Second Phase of the Mass Literacy Campaign in addition to the general work which was being done all over the Province one Thana in every District and two Subdivisions (Simdega in Ranchi and Bankain Bhagalpur) were to be selected for intensive Campaign. Efforts should be made in these areas to make all illliterate male adults between the ages of 15 to 40 literate within six months.

In accordance with these decisions the organisation of both Intensive and General Literacy work was taken up and on the 1st December the Intensive Campaign was launched.

The following is a brief outline of the present system of organisation and supervision of literacy work. Before a centre is started in the village, a census of illiterates is taken and a village

committee is formed. The functions of the village committee include checking at the time of the admission of the students whether they are really illiterates or not, persuading these students to attend, raising funds locally to meet the cost of oil etc. and checking reports and returns which are sent from the centres. In areas of Intensive Campaign a number of centres have been formed into groups for the purpose of supervision and these have been placed in charge of Headmasters of Middle English Schools, Upper primary Schools or respectable men of the locality willing to take up this work. Usually these groups correspond with the areas of Chaukidari Circles. Representatives from these Circles along with others from the Thana Literacy Committee. The local Sub-Inspector of Police, the local doctor and other prominent people of the locality are members and office bearers of this committee and any returns and reports from the Thana are required to pass through it. Over the Thana Committee are the Sub-divisional and District Literacy Committees. The President or Secretary of the Local Thana Committee is usually a member or office bearer of the Thana Literacy Committee.

The Government have appointed a Provincial Mass Literacy Committee under the presidentship of the Hon'ble Dr. Syed Mahmud, Minister of

Education, Development and Employment. There are 53 members including 7 ladies and 24 of the members are members of the Legislatures. An Executive Committee of 22 members has been formed.

The Education Department has arranged wherever possible to place one Sub-Inspector of Schools in sole charge of the Thana selected for Intensive work and they are receiving ample assistance from Headmasters of local Middle English Schools in the work of day to day supervision.

At the end of each term of 3 months examinations in reading, writing and simple Arithmetic are held. In every case the examiners come from outside the village to which the centre belongs.

The reading test includes reading 10 sentences from different pages of the primers and 5 sentences made up of words learnt from primers. The writing test includes writing of the name of the pupil, name of his village, of two sentences from the primer and dictation. In Arithmetic the pupil is asked to count from 21 to 50 and do sums in mental Arithmetic involving two mental processes. One third of the aggregate has been fixed as the pass mark. As it was not possible, with the help of existing Inspecting staff, to exercise day to day supervision

over attendance at all the centres all over the province, the method of payment of honorarium of 5 annas per literate which includes the cost of oil, is very small compared to that being paid in other provinces. This scale has been kept low so as to maintain the voluntary character of the movement and is intended to meet the out-of-pocket expenses of ill paid teachers anxious to do public service.

The total number of centres in the Province during the Second Phase was 14,259 with 3,18,737 pupils out of whom 1,47,670 were made literate upto 31—3—39. Between May 1938 and June 1939 over 6 Lakhs may be said to have become literate.

The response from the Harijans throughout the Province has been encouraging. They formed about 12 percent of the total number of Hindus under instruction. In some Districts particularly in Intensive areas, they formed a much higher percentage i. e., Palamay 53 p. c., Sonthalparganas 42 p. c., Monghyr 17 p. c., Champaran 22. These figures do not fully bring out the enthusiasm with which the Harijans have taken to this movement. They have joined in large numbers without much persuasion and in many places even in the face of the opposition of the other Hindus. In many

villages these poor men have even purchased their own slates and have contributed to the cost of oil.

Very little progress so far has been made in the expansion of literacy among women. Paucity of lady workers and the handicap of the Purdah have retarded progress. Efforts have however been made to interest socially minded ladies in this work. The Mass Literacy Committee set apart Rs. 5,000 for aid to Women's Centres and District Inspectress of Schools, were entrusted with the work of Organisation and Supervision. In consultation with the Inspectress of Schools, Bihar the scheme of payment to Women's Centres was prepared and money allotted according to the list of centres supplied by her. It was decided that where honorary lady workers were not available payment would be made at the rate of Rs. 5 per month per centre. The total number of Centres on the 31st March 39 was 291 with 4084 pupils on the rolls of whom 1,547 became literate. A novel experiment has been inaugurated at Kasba in the Purnea District at the instance of Mr. S. M. Alam Inspector of Schools, Bhagalpur Division. Finding it difficult to secure lady workers to help in the expansion of literacy among women he started in January 1939 a Little Teachers' Movement by forming a Little Teachers' Troop

at Kasba Middle English School on the lines of the Little Teacher's Movement in China. 62 boys of this school between the ages of 10 and over have undertaken to teach their female relations and women of their neighbourhood. A boy aged 14 is the President, another boy aged 11 is the Secretary. In course of the last 3 months they have taught over 150 women.

Volunteer Workers.

A remarkable feature of the Intensive Campaign has been the enlistment of a large army of Hindi or Urdu educated villagers in the work of teaching at the Literacy Centres. Many of these areas have a small number of Middle English, Upper Primary and Lower Primary Schools. Consequently the number of professional teachers available for literacy work is limited, hence the majority of the centres is being run in these areas by villagers who after passing the Upper Primary or Middle English Examinations have settled down to cultivation. These men have taken up the work as a labour of love. Out of 15,926 Volunteers in the Province as many as 5,331 were Non-teachers.

Special Features........Jail.

No less interesting has been the progress of literacy work in the jails of the Province. Jails all

over the Province of all grades have started literacy centres at which jail officials prisoners and outside volunteers have worked as instructors. It would be no exaggeration to state that all male prisoners who are physically and mentally sound and who have been in any prison from May, 1938 to the present day has attended a Literacy Class. Dr. F. Laubach the famous expert on Adult Education has remarked that the Literacy Campaign has been made the basis of a great reformative movement in the Gaya Jail which has become a veritable Ashram.

In response to an appeal issued by the Hon'ble Minister of Education Industrialists in many parts of the Province have organised Literacy Centres. Mr. J. J. Ghandy, General Manager, Tata Iron and Steel Works has given a splendid lead by enthusiastically taking up the idea and organising a network of well equipped literacy centres for the benefit of labourers at Jamshedpore both for men and women. The Company has supplied the reading and writing materials and has arranged for their supervision.

A large number of Sugar Mills, e.g., New India Sugar Mills, Hussanpur, Pratabpur Sugar Factory, New Swadeshi Sugar Mills, Narkatiaganj, Messrs, Begg Sutherland and Co's. Sugar Mill

at Marhowrah etc. have started a network of centres in their Reserved and Assigned Areas.

Local Bodies:

Many local bodies have given assistance to the movement in various ways. The Shahabad District Board has ordered that the Libraries attached to middle Schools would be thrown open to the public. The Biharsharif Municipality has made it compulsory for its menials to acquire literacy while the Nawada Union Committee has promised an increment in pay to those who become literate.

Police.

The Hon'ble Prime Minister was pleased to issue instructions that all Chaukidars below 40 years in age should become literate within six months and that the Police Officers should give all possible encouragement to this movement. These instructtons have produced good results wherever they have been followed with enthusiasm. In the Champaran and Gaya Districts, for instance Literacy Centres have been started in the Thana compound while in many areas where the intensive campaign is being carried on, local Sub-Inspectors of Police are giving much active assistance as

Presidents or Vice-Presidents of Thana Committees. It may be noted here that about 22,003 Chaukidars have attended centres.

Assistance from other Departments.

The Government have directed officers of all nation building Departments, e.g., Agricultural, Industries, Co-operative, Veterinary and Public Health Departments to visit Literacy centres in the course of their tours and give talks, demonstrations and lantern lectures on the subjects in which they are interested. These visits are not only of great value from the point of view of supervision and propaganda but are helpful in widening the metal outlook of these centres.

The News-Sheet.

Our fortnightly news-sheet "Roshni" has first published on the 1st. December 1938. It is being edited by an Editorial Board with Prof. A. Mannan as Editor-in-chief. It is written in Hindusthani but printed in Nagri and Urdu Scripts. At present 30,000 copies are being printed but the supply is too inadequate in view of the growing demand for it.

Post Literacy Instruction.

The Organisation of Post Literacy Instruction is no less difficult than that in the Preliteracy stage

with this difference that once a grown up person became literate, he does not require much peruasion to keep up his literacy. Hence the main task is to ensure an adequate supply of reading matter for new literates. One method is to start Circulating Libraries and this has been done at Patna and Bhagalpore. In many villages, existing Libraries have started circulating sections for the benefit of Literacy Centres.

Village Libraries.

The Government has started 4,000 Village Libraries each consisting of 200 Hindi and Urdu booklets on topics of importance to the villager in his daily life. Each Library is supplied with a weekly newspaper in addition to the "Roshni" and the main function of the Librarian is to persuade the new literates to read these books so that they may not lapse into illiteracy. In addition to these Libraries steps have been taken to continue Post-literacy class for a further period of three months which will meet thrice per week at which the pupils will read the graded series of readers which have been published by the Provincial Mass Literacy Committee.

Staff.

The Campaign has been carried on so far

with the assistance of the existing inspecting staff of the Education Department and everyone has worked without any extra remuneration.

Cost of the Mass Literacy Campaign.

In the First Phase, with the exception of a small amount received from the discretionary fund of the Hon'ble Minister of Education and from the charity funds of the Local Executive Officials, no finiancial aid was received from the Government and in the Second Phase the Government gave a grant of Rs. 80,000. Subscriptions were received from the Local Bodies and the public in both the phases. In 1939-40 the Government made a grant of Rs. 2 Lakhs for Mass Literacy Works.

Conclusion.

The Intensive Campaign has had a great psychological effect on the people. What had appeared well nigh impossible is now considered within the bounds of possibility. Outside areas of Intensive Campaign wherever a local leader or an enthusiastic Sub-Inspector of Schools has taken the initiative net works of Literacy Centres have sprung up and are thriving.

Competent observers have remarked that in areas where the Literacy Campaign has proved

successful there has been an appreciable demand for the opening of new Day Schools for boys and admissions to the existing schools have increased. Further reports have been received from many villages that Literacy Centres have been able to keep the adults away from the liquor shops and the sale of liquor has gone down.

Curiously enough the Literacy Campaign in urban areas has not been so successful as in rural areas, possibly due to greater diversions of urban life as well as to the indifference of the educated section of the urban population. It must be noted that where enthusiastic workers are available to carry on sustained work the movement has made notable progress even in towns. More efforts should in future be made to create a real interest in literacy work among the educated urban residents.

The irregularity of attendance has been a serious obstacle. It is idle to expect that the adults would be as regular in attendance as school boys but a reasonable degree of attendance can certainly be expected of them. The apathy and inertia of ages and the inability to perceive any direct connection between literacy and their economic welfare are no doubt responsible for this to a large extent but where after a few days' attendance some of them drop off, in nine cases

out of ten the cause is the inability of the teacher to hold their attention and some defect in his method of approach. The proper training of the teacher therefore will, to a large extent, prevent this.

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